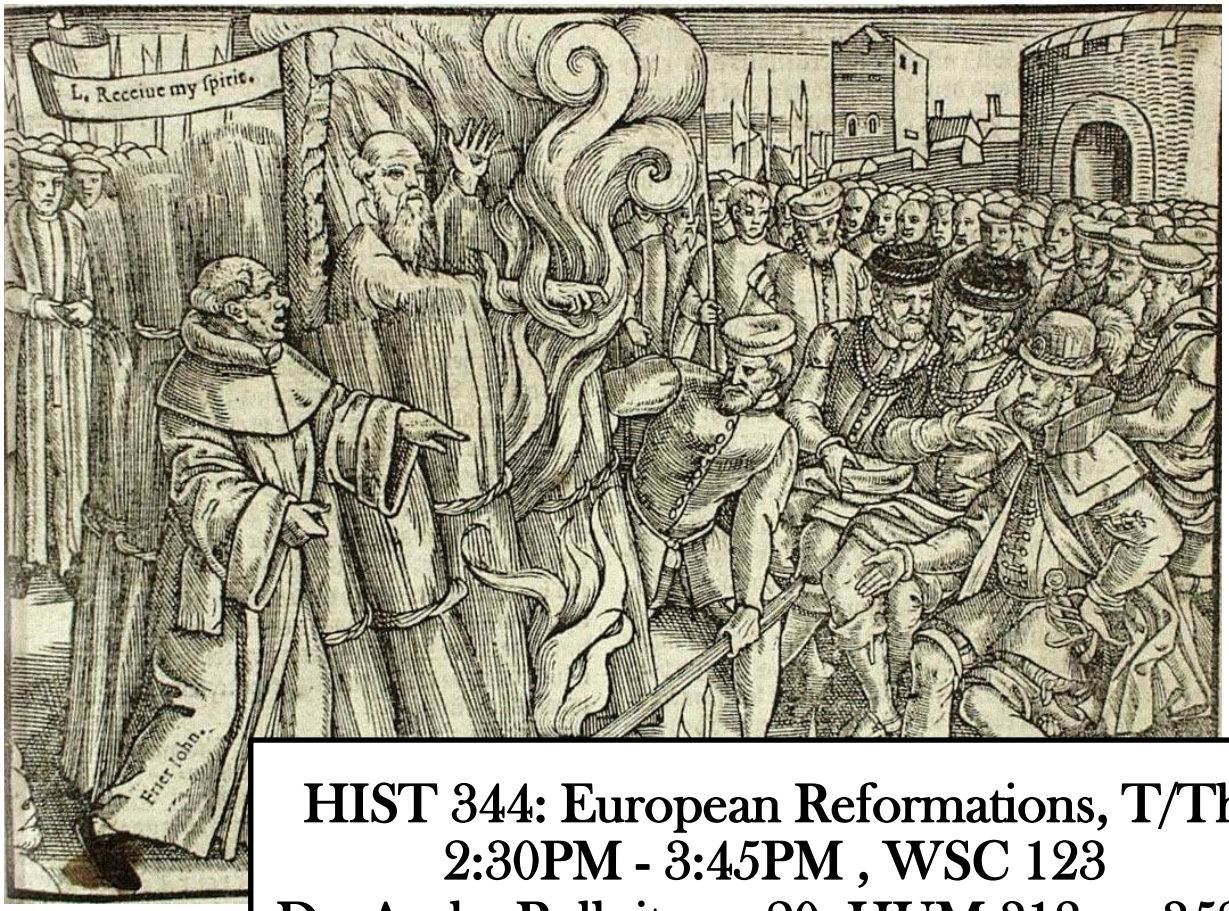

HIST 344: European Reformations, T/Th 2:30PM - 3:45PM , WSC 123

Dr. Aysha Pollnitz, ap20, HUM 318, x. 3526

Spring 2012 Syllabus

Course Description

The religious house of Europe divided in the sixteenth century. This juncture in the history of Christianity had extraordinary consequences for the modern world. It has been praised and blamed for provoking spiritual 'freedom and equality', 'state-sponsored violence and persecution', 'capitalism and modern science', 'the discipline and rationalization of the complex societies of the West', 'the revolutionary spirit', democracy, secularization, 'social activism', individualism, utilitarianism, empiricism, consumerism and hyper-plurality. It provoked the political reorganization of the old world and emigration to the new.

This course views the Reformation era as a time of plural reform movements in Europe. We will start with reformation thinkers, Catholic and Protestant, and then explore the impact of the movements they inspired on politics, society, and culture and on Europe's engagements with the rest of the world. We will consider the origins of the divide amongst the faithful, the subsequent clash between confessions, and the eventual growth of religious toleration.

Students with disabilities

Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact Disability Support Services in the Allen Center.

Course Objectives

This class is an opportunity to become an historian of the European Reformations. By the end of the semester you should be able to:

- Synthesize historical material you have studied about religious reform movements in fifteenth, sixteenth, and seventeenth-century Europe
- Develop and articulate an argument or claim as a response to an historical question about the European Reformations
- Evaluate primary sources
- Use primary sources to provide evidence for your historical claims
- Evaluate secondary sources critically
- Use secondary sources to frame your historical claims
- Compose essays in clear and grammatically correct English that set out your arguments and the supporting evidence for them persuasively
- Revise an essay in response to feedback
- Apply appropriate forms of historical citation thoroughly and consistently in your written work

Good Works (Assessment)

Attendance and participation (20%)

Attendance is compulsory. I shall take a class roll at the beginning of every session. You may take two flexi-days over the course of the semester without penalty or notice (unless you are scheduled in advance to be making a presentation). Otherwise please contact me to explain the reason for your absence. I may require you to provide supporting documentation. If you know that regular sporting, debating, cultural, military, familial, or religious obligations or chronic health concerns are likely to intrude on class time, you must come and see me with your schedule during the first two weeks of semester.

Classes will be cancelled on **29 January 2013** on account of a research meeting in DC and on **26 March 2013** as I'm giving a paper in the UK. In lieu of these meetings, there will be a film night scheduled for **14 March 2013** and an additional lecture by Geoffrey Parker, one of the greatest early modern historians in the world, who is coming to Rice to speak on **4 April at 5pm**. Attendance will be taken at these events.

More than two unexplained absences will result in the reduction of your attendance and participation grade. In addition, six or more absences (explained or not) during semester will result in overall failure in the course.

You are expected to participate actively in class discussions and activities. Not only will this help you to digest course content and develop analytical and speaking skills but it will make class more enjoyable. To participate actively you will need to prepare for each class by doing the set reading. Annotate it or make notes as you go. I have tried to contain it to a manageable amount for each class. You will also find that you are reading more quickly as semester goes on. Embrace this development.

Short Answer Questions: 5%

On **18 January 2012** you are required to submit short paragraph responses to five questions (2-3 pages, 12 pt TNR font, 1.5-2 line spacing). See the Short Answer Assignment sheet on Owlspace for further information.

Primary Source Analysis: 15%

On **5 February 2012, in class** you should turn in an analysis of one (or more, if there are good interpretative reasons for doing so) primary source you have encountered in this course. The analysis should be 3-4 pages (12 pt TNR font, 1.5-2 line spacing). You should use those readings which have been set for class to complete the assignment. Should you wish, you may research two additional secondary sources to aid your analysis. You should acknowledge where you draw on these, and all other primary and secondary sources, in footnotes and a bibliography formatted according to the *Style Guide* on Owlspace.

Analyzing the source *may* involve: identifying its author/creator; locating it in an historical and/or discursive context; identifying who or what its author/creator was arguing for or against; identifying tropes, devices, iconography, literary features, classical models etc in the source; describing how the source was circulated/found; identifying contemporary and/or subsequent responses to the source.

See Rampolla, pp. 6-7, 10-15, 29-33 for further suggestions on how to evaluate a primary source and compose a primary source analysis. There is also a *model primary source analysis* on Owlspace to guide you. It was written by an anonymous undergraduate and I have annotated it to draw your attention to some of its impressive qualities.

Book Review (15%)

On **22 February** you should turn in a review of Brad S. Gregory, *The Unintended Reformation: How a religious revolution secularized society* (Cambridge, Mass.: Belknap Press of Harvard University Press, 2012). This book makes a provocative argument that the European reformation—or more precisely, what Gregory describes as the philosophical, political, moral, scientific, and economic consequences of religious reform— has made modern America a "Kingdom of Whatever". This review is an opportunity to evaluate Gregory's work as a historian and as a modern cultural commentator. More broadly, it is an opportunity to consider whether, how, or to what extent history may be used to critique contemporary society. When reading *The Unintended Reformation* you might also ask yourself whether it is possible to write history without reference to one's own belief system.

The object of this assignment is to develop skills in reading other historians' writing critically and analytically. There are lots of different ways to write a good book review—you would do well to read a few published in the *American Historical Review* or *Historical Journal* to get a sense of the genre. You should also read Rampolla, pp. 16-19, 36-39 and the assignment sheet for further information.

Legacies of the Reformations Group Assignment: 10%

On **14 and 19 March** will be devoted to small group (2-3 members) presentations on the way that the Reformations affected particular groups in society (such as women, the Jews, the poor), or cultural, intellectual, or political processes (such as the scientific revolution). Consult the Reformation Legacies Presentation Assignment sheet on Owlspace for further information.

Final Essay: (15% + 20%)

On **21 March** I will hand out the question sheet for the final essay and post it on Owlspace. Your essay is due in hard copy during the final examination period. There will be several questions listed and each question will come with a preliminary bibliography. You should select *one question or determine your own in consultation with me*. This final assignment is in two parts to help you build your essay carefully and thoughtfully.

Read Rampolla, pp. 93-104 and the final assignment sheet for further information. I have also included a model essay, written by a Rice undergraduate in a different class, to give you an example of excellent essay writing.

Partial Draft on Final Assignment: 15%

On **11 April**, you are required to submit a partial draft of your final essay. It should include: an introduction, with your main argument or thesis **in bold;** at least five pages of argument and source analysis, with the topic sentence of each paragraph underlined; footnotes formatted according to the *Course Style Guide*; an outline of the remaining portions of the paper.

Final Essay: 20%

Your final essay is due in hard copy during the final examination period. Responses should be 12-15 pages (12 pt, TNR, 2 line spacing). They must include footnotes and a bibliography, formatted according to the *Course Style Guide*. Late essays will be penalized one full grade per day. Essays will be evaluated using the following rubric:

Relevance of response to Question Set	Argument--clarity and persuasiveness	Organization of material--Logic and flow	Expression (incl. spelling and grammar)	Adherence to Style Guide	Evidence: Analysis of primary sources	Evidence: Critical discussion of secondary sources

Plagiarism and the Honor Code

All written work and individual presentations for this course, apart from the Group assignments, must be entirely your own work. Written work should be produced using only those sources assigned in class unless it is explicitly stated that additional research is required. Please feel free to discuss the class and your reading with others—in fact *do discuss the class and your reading with others* since this will improve your understanding of the material—but you should compose your assignments alone. I may take the inability to explain your own answers as evidence that you submitted someone else's work.

I take plagiarism very seriously. It is an act of intellectual dishonesty which shows a lack of respect for your peers, other historians, and Rice University. Plagiarism is defined with extensive examples at: http://www.ruf.rice.edu/~honor/bluebook/academicfraud.htm. You should read this site before submitting any written work for this course. In addition I have included a document on Plagiarism and the Honor Code in the "Assignments' section of our course Owlspace site which identifies four types of plagiarism and defines the term "common knowledge" for HIST 344.

Set Texts

These two texts are available for purchase at the Rice Bookstore and on Amazon.com. You should obtain them by the beginning of the second week of class. Feel free to buy second hand and paperback:

- Carter Lindberg, ed., *The European Reformations Sourcebook* (Malden, MA: Blackwell Publishing, 2000) ISBN 978-0-631-21362-8. Hereafter Lindberg
- Diarmaid MacCulloch, *Reformation: Europe's house divided, 1490-1700* (London: Allen Lane, 2003) ISBN 0713993707. Hereafter MacCulloch

Also highly recommended and available on Amazon and on Course Reserves:

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7th edn (Boston: Bedford, St Martin's, 2012). Hereafter Rampolla
- Brad S. Gregory, *The Unintended Reformation: How a religious revolution secularized society* (Cambridge, MA: Belknap Press of Harvard University Press, 2012). Hereafter Gregory.

In addition to the required texts for this course, there will be readings for classes and assignments uploaded on Owlspace, placed on Reserve in the Fondren Library and available via electronic databases to which the Fondren subscribes (such as JSTOR, ProQuest). Please bring the set readings with you to class.

Class Schedule

Week 1: European Reformations in History

8 January: Introduction

10 January: Reformation or Reformations?
Read: Carter Lindberg, 'History, historiography, interpretations', in *The European Reformations*, 2nd edn (Malden: Wiley Backwell, 2010), pp. 7-21. Owlspace.
Hans J. Hillerbrand, 'Was There a Reformation in the Sixteenth Century?', *Church History*, Vol. 72, No. 3 (2003), pp. 525-552. Owlspace

Week 2: The Church and Religion in the Late Middle Ages

15 January: The Traditional Church: 'A Threshold and Foothold'
MacCulloch, pp. 3-42. Also on Owlspace.

17 January: Church Orthodoxy and Theological Critiques [22 pages] Also on Owlspace.
1.8 Jacob Wimpfeling: Grievances of the German Nation (1515), in Lindberg, pp. 9-10
1.9 Pope Boniface VIII: *Unam Sanctam* (1302), in Lindberg, pp. 10-11
1.11 Pope Sixtus IV: *Salvator Noster* (1476), in Lindberg, pp. 11-12
1.18 John Wyclif (c.1330-1384), 'On Indulgences', in Lindberg, p. 15
1.19 John Hus (c.1372-1415), *The Treatise on the Church*, in Lindberg, pp.15-16
1.26 Thomas à Kempis (d. 1471), *The Imitation of Christ*, in Lindberg, p. 20
1.30 Desiderius Erasmus, *Praise of Folly* (1509), in in Lindberg, pp. 22-23
Gregory, pp. 74-86

Short answer questions due on Friday 18 by 4:30pm.

Week 3: Luther's Revolt

22 January: Martin Luther (1483-1546) and the challenge to authority [40 pages]
Carter Lindberg, 'The Dawn of a New Era', in *The European Reformations*, 2nd edn (Malden: Wiley Backwell, 2010), pp. 54-85. Owlspace.
3.2 Erasmus, *Paraclesis* (1516), in Lindberg, p. 48
3.3 Luther, 'On translating: An open letter' (1530), in Lindberg, pp. 48-49
3.4 Luther, *A Brief instruction on what to look for and expect in the Gospels* (1521) in Lindberg, pp. 49-50
3.7 Melanchthon, 'Theses against scholastic theology' (1520), in Lindberg, p. 52.
3.11 Luther, *The Judgment of Martin Luther on Monastic vows* (1521), in Lindberg, pp. 55-56
3.18 Luther, *The Invocavit Sermons* (1522), in Lindberg, pp. 62-63
3.19 Luther, *Against the Heavenly Prophets* (1525), in Lindberg, pp. 63-65

24 January: Luther's reforms for social welfare and education [13 pages]
4.4 Luther 'Foreword' to Mathias Hütlin's *The Book of Vagabonds* (1510), in Lindberg, pp. 70-71
4.5 Luther, *The Blessed Sacrament of the Holy and True Body of Christ and the Brotherhood* (1519), pp. 71-72
4.8 Luther, 'That Clergy should preach against usury' (1540), in Lindberg, p. 75
4.9 Social Welfare Legislation: The City of Wittenberg (1522), in Lindberg, pp.76-77
4.12 Luther, *To the councilmen of all cities in Germany that they establish and maintain Christian schools* (1524), in Lindberg, pp. 80-81
4.13 Luther, *A Sermon on keeping children in school* (1530), in Lindberg, pp. 81-82

Week 4: The Swiss Reformation

29 January: Class cancelled

31 January: Ulrich Zwingli (1484-1531) and Zurich [26 pages]
Carter Lindberg, 'The Swiss connection: Zwingli and the Reformation', in *The European Reformations*, 2nd edn (Malden, MA: Wiley Blackwell, 2010), pp. 161-87. Owlspace.

Week 5: Pluralism and Revolt

5 February: The Peasants Rebellion and the authority of the prince [23 pages]
MacCulloch, pp. 158-68
5.8 Münzter, *Vindication and refutation* (1524), in Lindberg, p. 90
5.10 The Twelve articles of the Upper Swabian Peasants (1525), in Lindberg, pp. 91-93
5.11 Luther, *Admonition to Peace* (1525), in Lindberg, pp. 93-95

5.13 The Massacre of Weinsberg (1525), in Lindberg, pp. 95-96
5.15 Münzter's Revolutionary 'Ring of Justice', in Lindberg, p. 97
5.16 Luther, *Against the robbing and murdering hordes of peasants* (1525), in Lindberg, pp.97-98
5.18 The Account of Hans Hut (1527), in Lindberg, pp. 99-100
5.20 Aftermath of the Peasants' war: Report of the Bernese Chronicler Valerius Anshelm, in Lindberg, pp. 100-1
5.21 The Consequences of Luther's Stance, in Lindberg, pp. 101-2

Primary source analysis due

7 February: Scripture and Pluralism [40 pages]
Gregory, pp. 86-128

Week 6: Authority and Augsburg
12 February: Anabaptism and Münster, the New Jerusalem [14 pages]
MacCulloch, pp. 204-207
7.1 Zwingli, *Refutation of the tricks of the Baptists* (1527), in Lindberg, pp. 125-26
7.2 Anabaptism begins (1525), p. 127
7.13 Bernard Rothmann, *A confession of faith and life* (1534), in Lindberg, pp. 136-37
7.14 Twelve Elders of Münster, 'Thirteen Statements of the order of life' and 'A Code for Public behavior' (1534), in Lindberg, pp. 137-38
7.17 Communism in the city of Münster, in Lindberg, pp 138-40
7.18 Introduction of Polygamy in the City of Münster, in Lindberg, p. 140.
7.19 Rothmann, *A Restitution of Christian teaching, faith and life* (1534), in Lindberg, pp. 140-42
7.21 The Capture, torture, confession and execution of Jan van Leiden, in Lindberg, pp. 142-43

14 February: Imperial Politics and Augsburg 1530 [71 Pages]
Carter Lindberg, 'Augsburg 1530 to Augsburg 1555 Reforms and Politics' in *The European Reformations*, 2nd edn (Malden, MA: Wiley Blackwell, 2010), pp. 215-32. Owlspace
8.12 The Augsburg Confession (1530), in Lindberg, pp.152-53
8.19 Luther, *Disputation concerning the right to resist the Emperor* (1539), in Lindberg, pp. 159-60
8.20 Nicholas Gallus et al, *A Confession of the Magdeburg Pastors concerning resistance to the superior magistrate* (1550), in Lindberg, p. 160
8.21 The Peace of Augsburg (1555), in Lindberg, p. 161
Gregory, pp. 129-79

Week 7: Impact of the Magisterial Reformation

19 February: Morality and Consumerism
Gregory, pp. 180-297

21 February: Secularizing Knowledge
Gregory, pp. 298-387

Friday 22 February: Book review due by 4:30pm

SPRING BREAK

Week 8: Calvinism

5 March: Jean Calvin (1509-64) and the *Institutes* [20 pages]

MacCulloch, pp. 194-97, 237-53, 267-69
9.1 Jean Calvin, 'Conversion and development', in Lindberg, pp. 164-65
9.7 Jean Calvin, *Institutes of the Christian religion*, in Lindberg, pp. 173-75
9.10 A Letter from the Geneva Company of Pastors to the Swiss Churches on Jerome Bolsec (1551), in Lindberg, pp. 178-79
9.13 Serventus, Plea for religious liberty, in Lindberg, pp. 180-81
9. 15 The Sentence of the Geneva Council (1553), in Lindberg, pp. 181-82

7 March: Reformed Geneva [10 pages]

9.3 Michel Roset, *Chronicles of Geneva* (1562), in Lindberg, pp. 166-68
9.4 Jeane de Jussie, *Calvinist germ of the beginning of heresy in Geneva*, in Lindberg, pp. 168-70
9.5 Ecclesiastical Ordinances of 1541, in Lindberg, pp. 170-71
9.6 François de Bonivard, *On the Ecclesiastical polity of Geneva,* in Lindberg, pp. 172-73
9.8 Ordinances concerning church polity in Geneva, in Lindberg, pp. 175-77

Week 9: The Catholic and Counter Reformation

12 March: Catholic Reform and Counter Reform [49 pages]

Macculloch, pp. 234-37, 270-306
13.7 Proposal of a select committee of Cardinals and other prelates concerning the reform of the church…presented by order of… Pope Paul III (1537), in Lindberg, pp. 247-48
13.12 Loyola, Rules for thinking with the Church, in Lindberg, p. 252
13.13 Loyola, Letter to Father Peter Canisius (1554), in Lindberg, pp. 252-53
13.14-19 Resolutions of the Councils, in Lindberg, pp. 253-58
13.20 Ten Rules Concerning Prohibited Books, in Lindberg, p. 258

14 March: Presentations on the Legacies of the Reformations

Also, Reformations Film Night, 6pm location TBA: *Le Retour de Martin Guerre* (1982, 122 minutes), directed by Daniel Vigne. Imagining herself a widow, Bertrande (Nathalie Baye) is astonished when her husband Martin (Gerard Depardieu) returns to their village in France after nine years. She receives him gladly, but other villagers start to question his identity. This film illustrates the role of traditional religion in rural communities in early modern Europe. It demonstrates the way in which folk beliefs and practices comingled with Christianity and it suggests the coming of confessional divisions and conflict. Pizza will be provided.

Week 10: Wars of Religion in France

19 March: Presentations on the Legacies of the Reformations

21 March: Wars of Religion in France [26 pages]

Barbara Diefendorf, 'The Religious Wars in France', in *A Companion to the Reformation world,* ed. R. Po-chia Hsia (Malden, MA: Blackwell, 2004), pp. 150-68. Owlspace
10.15 St Bartholomew's Eve (1572), in Lindberg, pp. 196-7
10.16 The Duke of Sully's Account of the St. Bartholomew's Day Massacre, in Lindberg, p. 197
10.18 Report of the Assassination of Henry III (1589), in Lindberg, p. 199-200
10.22 The Edict of Nantes (1598), in Lindberg, pp. 201-3

14.7 John Calvin, 'Constitutional defenders of the people's freedom', Lindberg, p. 268
14.8 François Hotman, *Francogallia* (1573), Lindberg, pp. 268-69
14.9 Philippe du Plessis-Mornay, *The Defence of liberty against tyrants* (1575), Lindberg, pp. 269-70

Note: I will hand out the Final Essay Questions and Bibliographies in this class.

Week 11

26 March: Class Canceled

28 March: MIDTERM RECESS

Week 12: Religious Wars in the Netherlands

2 April: The Division of the Netherlands [17 Pages]
MacCulloch, pp. 309-13, 367-78
11.4 The Belgic Confession of Faith (1561), in Lindberg, pp. 208-9
11.10 Philip II Letter to Pope Pius V on the religious question in the Netherlands, in Lindberg, p. 213
11.11 The Goals of William of Orange, in Lindberg, pp. 213-14

4 April: Thirty Years War (1618-48) [16 pages]
MacCulloch, pp. 485-501

Note: **Professor Geoffrey Parker will be speaking on an alternative, environmental catalyst for the devastating conflicts of the early seventeenth century at 5pm.**

Week 13: Legacies in the Atlantic

9 April: Counter-reformation as world mission[16 pages]
Macculloch, pp. 427-441
14.25-26 in Lindberg, pp. 279-81

11 April: Protestants and Puritans in America [17 pages]
MacCulloch, pp. 502, 533-45, 699-702

Partial drafts due in class

Week 14: Persecution, Toleration, and Coexistence

16 April: Charitable Hatred and Martyrdom
John Foxe, 'The life, state, and story of the Reuerend pastour and prelate Thomas Cranmer Archbishop of Caunterbury, Martyr, burned at Oxford for the confession of Christes true doctrine vnder Quene Mary. An. 1556. March. 21', in *Acts and Monuments* [1570] http://www.johnfoxe.org/index.php?realm=text&gototype=modern&edition=1570&pageid=2071
Alexandra Walsham, *Charitable hatred: Tolerance and intolerance in England, 1500-1700* (Manchester: Manchester University Press, 2006) Chap. 2 Owlspace

18 April: Toleration and Co-Existence
John Locke, *Letter concerning toleration* (London: Awnsham Churchill, 1689). Owlspace
Benjamin Kaplan, *Divided by faith: Religious conflict and the practice of toleration in early*

modern Europe (Cambridge, Mass.:Belknap Press of Harvard University Press, 2007) selected pages, Owlspace.

Final drafts due in examinations period.